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ABSTRACT

This handbook is designed to aid directors of continuing education programs in New York State. The chapters of the guide are as follows: I. Overview--Why Continuing Education?; Historical Backgroun; Goals, Purposes, and Principles; Role of the Public Schools in Continuing Education; II. Regulations of the Commissioner of Education and Interpretation of Continuing Education Regulations--Authority and Responsibility; Teacher Qualifications; Director Qualifications; Program Limitations; III. Developing the Program--Board of Education Responsibility; Role of the Chief School Administrator; Director of Continuing Education; Citizens Advisory Committee; Survey of Community Resources; Survey of Needs and Interests; Regional Coordination; IV. Curriculum Planning--Adult Elementary Education; Adult Secondary Education; General Academic; Americanization; Civic and Public Affairs; Art, Music, Drama, Crafts; Business Education; Distributive Education; Trade, Industrial, and Technical Education; Home Economics Education; Parent Education; Health and Safety Education; Miscellaneous; V. The Instructor and the Adult Learner--The Adult Learner; The Instructor; The Instructor and the Dropout; Recruiting the Instructional Staff; Staff Development; VI. Methods of Instruction--Learner's Self-Concept; Learner's Purpose; Learner's Cognitive Style; VII. Guidance and Counseling--Philosophy of the Guidance Program; Objectives; Scope of the Program; Distinctions in Counseling; Who Provides Counseling?; Counselor-Counselee Relationship; Materials; Counselor-Staff-Community Relationship; and VIII. Program Operation--Publicity and Promotion; Budget; Scheduling Classes and Activities; Registration; Records; Annual Statistical Report; Insurance; Retirement; Evaluation. (DB)

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HANDBOOK FOR DIRECTORS OF CONTINUING EDUCATION

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF CONTINUING EDUCATION
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THE UNIVERSITY OF THE STATE OF NEW YORK
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THE UNIVERSITY OF THE STATE OF NEW YORK

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Director, Division of Continuing Education

Chief, Bureau of General Continuing Education — Joseph A. Mangano

FOREWORD

Continuing education may be regarded as an all-embracing term used to designate those intellectual processes by which adults acquire the knowledge, understanding, attitudes, and skills needed to improve their participation in a changing society or to assure their continued full involvement in society. Continuing education builds upon, or enhances, the full time formal education process of children and young adults. The activities are sixfold: courses (credit and noncredit, degree and nondegree); conferences (including institutes, short courses, lecture series, round tables, and workshops); independent study; counseling and guidance; equivalency and proficiency testing; and community service programs.

The Division of Continuing Education is responsible for planning, directing, and coordinating the education activities for out-of-school youth and adults in the public schools of New York State. The scope of this responsibility necessitates advisory and supervisory services to school districts, boards of cooperative educational services, institutions of higher education, municipalities, and numerous local, state, and national public and nonpublic organizations. In addition, the division maintains cooperative and liaison relationships with private, quasi-public, and public agencies concerned with continuing education.

The subject areas of instruction that are the major responsibility of the above programs for adults are Adult Elementary Education; Adult Secondary Education; General Academic; Americanization (Classes & Home Study); Civic & Public Affairs; Art, Music, Drama, Crafts; Business Education; Distributive Education; Vocational & Technical Education; Home Economics Education; Parent Education; Health & Safety Education; and all Senior Citizen Education.

The purpose of this handbook is to provide information that will be helpful to directors of continuing education in New York State. We hope that each of you will call upon the Division of Continuing Education at anytime that you feel we may provide assistance.

Leo A. Soucy
Assistant Commissioner
for School Services

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CHAPTER I

OVERVIEW

Why Continuing Education?

Rarely do those involved in adult or continuing education recognize the importance of what they do. The potential impact of the process upon the lives of individuals, the community, and even the Nation is glimpsed only fleetingly in convention speeches, reports, legislative hearings, and the like. Yet, we live in a world in which we are all continually being subjected to learning experiences. Indeed, learning is a life-long process which proceeds with or without volition as the individual reacts to the world in which he lives.

A distinction may be drawn, however, between the informal, unorganized experiences which usually lead to haphazard learning and the organized efforts to assist individuals to master significant bodies of information and skills which we may call formal education. The advantage of the latter is that it provides the student with a coherent system of skills and information in a minimum of time. It is this kind of continuing education program upon which this publication is focused.

The following problems play an important role in the priorities for continuing education today:

- Rapid technological changes which render vocational, technical, and even professional skills obsolete, while eliminating many jobs for unskilled workers.
- Rapid economic changes necessitating reorientation and readjustment of the individual as a consumer, taxpayer, investor, budgeter, etc.
- Rapid social changes requiring the development of new attitudes and understandings.
- Changing family patterns which imply the need for new insights and orientation for parents.
- The increase in leisure time and early retirement requiring the development of new and meaningful channels for the energies of our people.
- The special problems of the undereducated and underemployed requiring compensatory education in English as a second language, reading, expression, computation, and social living skills.

It is the mission of continuing education to provide the formal training which may contribute to the solution of these problems by providing the education needed to survive in this changing world.

Historical Background

For the most part, adult education in the United States has been crisis-centered. In its earlier years, it served to provide elementary skills in reading, writing, and computation to those for whom formal schooling was not available as children. With the influx of immigrants, the focus was placed on literacy in English and preparation for citizenship.

World War I revealed a general lack of technological knowledge and development in the United States among native born adults. Immigrants, who had vocational and technical training abroad before the war, accentuated the deficiency of such training in this country. Public schools, encouraged by state and Federal grants of aid, were called upon to develop extensive programs to meet the vocational needs of adults as well as of children. During the early New Deal years, the Federal government supported a rather comprehensive program for adults who were unable to find employment. World War II again found an emphasis being placed on training and retraining adults for our war industry.

The end of the war ushered in a new era, one in which more and more Americans found themselves with an increasing amount of leisure time. Again, the focus in adult education shifted. In New York State a fivefold increase in state aid for adult education between 1945 and 1952 resulted in a fifteenfold increase in enrollments in public school programs. Much of this increase was to be found in courses in the liberal arts, in crafts, and in hobby-oriented activities.

The sixties were marked by a reemphasis on compensatory education for adults in elementary and secondary education as well as in occupational education, particularly to prepare the disadvantaged for employment. An analysis of contemporary societal problems easily identified the necessity for continuing education in the seventies:

- People who learn more tend to earn more.
- Most of the unemployed in this country never went to high school.
- The sum total of all scientific knowledge doubles about every 7 years.
- Our expanding economy requires more well-trained workers than are available.
- About 20 million adults are retired or of retirement age.

- The most rapidly expanding occupations require the most education and training; therefore, post-secondary technical training is a critical need.

- There are in New York State more than 5,500,000 adults, according to the 1970 Federal census, who lack a high school diploma.

- The major part of continuing education programing is geared to the interests and needs of adults who already have considerable schooling.

- Our adult population is the first in nistory to live in a world substantially different from that existing at its birth.

Goals, Purposes, and Principles

It is clear that there is a compelling justification for improved and expanded opportunities for adults to continue their formal education throughout their lives. It is equally clear that a society making its educational investment solely in children and youth will quickly become obsolete. Therefore, society should consider the need for continuing education for adults as it does the education of children. Goals and purposes of local programs for adults should relate to identified needs and interests of adults in the state and the Nation as well as those of the community for which the program is designed.

A commission of the Adult Education Association sees adult education as a "new imperative of our times." The commission states, "If adult education is to fulfill its mission...it must increase awareness of its essential role of preventing human obsolescence and preserving and further developing American society; it must reorient education patterns to a conception of learning as a life-long process; it has to insure that the resources of adult education are used effectively; it must develop a coherent curriculum; it must enlarge and provide with adequate knowledge and skill the leaders and teachers in the field; it should expand the sources available for research and advanced professional training in adult education; it should support and upgrade standards of professional competence for those guiding adult learning; and it must work for a firm commitment to life-long learning as an integral element of the American way of life."

In 1961, James E. Allen, Commissioner of Education, defined the goal for public school adult education in New York State: "to provide adequate opportunities throughout the State for all adult individuals to continue to learn and develop in all phases of their lives: work life, family life, public life, and cultural life." The public schools should provide a comprehensive curriculum meeting the needs of the local community's adults, fully aware of relationships to other public agencies and institutions providing special programs of continuing education for adults and the shifting emphases required by changes of social environment.

In 1967, Commissioner Allen summarized the goals and purposes of continuing education. "The first thing we're going to need to do in continuing education is to begin at once to think of continuing education as equal in importance and urgency with all other aspects of our education program...Secondly, I believe we should begin immediately to formulate a state-wide plan for the development and revitalization of continuing education in New York State...The third thing...must be an intensive attack upon the educational and training needs of the disadvantaged adult... Fourthly, we must remember we have disadvantaged in depressed rural areas as well as our urban communities...Fifth, give priority to programs for matching job opportunities with human talents and skills and work needs... (and)...provide the kind of adult vocational education opportunities needed to keep our adults abreast of the changes in jobs, in work programs, keeping them ahead of the technological changes that are taking place...Sixth, give high priority to preparing people and arranging for refresher courses in areas of special attention to such important adult needs as consumer education, health education, especially in regard to the dangers of quackery, the need for understanding how to exercise intelligently the voting franchise, especially the use of the voting machine...Seventh, our state-wide plan must have a central concern for the survival of individual freedom in a mass society...(it) must prepare all our people, whatever their talents, for the serious business of being free men and women in a society in which it becomes more and more difficult for man to exercise and to realize his freedom...(and)...provide for a system of education which permits people to continue through life, and this must be as important and have as much priority as all the rest...Education is a life-long process, and it is the duty of the legislature to see to it that every adult, every child, and every youth has an equal opportunity for education throughout life."

Role of the Public Schools in Continuing Education

The public schools of the State of New York should share largely in the provision of educational opportunities for adults. Public schools are able to provide education for adults on a sound economic basis for the following reasons:

- The local public school belongs to all the adults of the school district. It is supported by taxes assessed to and paid by all residents of the district. It is governed by a board of education elected by qualified voters residing in the district.

- Public schools are located where people live, and, therefore, are easily accessible to adults interested in or in need of education.

- Public schools are generally unused and available at hours convenient to most adults.

- Public schools have the necessary educational facilities, equipment, and leadership for most adult educational needs.

Use of the school buildings for adult classes and activities makes for fuller utilization of one of the most expensive facilities in the community.

- Public schools are experienced in administration and supervision, thus eliminating the need for a complete new administrative organization.

- Public schools are the one agency concerned with the education of all the people regardless of race, creed, or national origin.

CHAPTER II

REGULATIONS OF THE COMMISSIONER OF EDUCATION

Approved by the Board of Regents July 1962

Section 161.1 Adult Education

In order to meet the approval of the Commissioner of Education, educational services provided by the public schools of the State for out-of-school youth and adults must:

(a) be operated under the authority and responsibility of a board of education;

(b) be conducted by teachers who hold a valid New York State teaching certificate, an adult education certificate, or an evening vocational certificate;

(c) be administered and supervised by a person holding a valid teaching certificate, other than an adult education or evening vocational certificate;

(1) A person assigned half or more of his time to the administration and supervision of adult education must hold a valid teaching certificate, other than an adult education or evening vocational certificate, supplemented by six college semester hours in approved adult education courses or 90 hours of leadership education provided by the Education Department;

(d) be organized to accomplish important educational purposes;

(1) Expenditures will not be approved for social and physical recreation, sports, games, amusements, entertainment or for courses which have limited educational objectives, except when conducted for adults 60 years of age and over;

(e) be designed to serve persons beyond the compulsory school age and not enrolled in a public or private secondary school;

(f) maintain a level of adult attendance consistent with good instruction and sound economy.

INTERPRETATION OF CONTINUING EDUCATION REGULATIONS

Authority and Responsibility

A board of education that offers such classes and activities for the education of adults accepts the same responsibility as it does for the operation of classes operated in other areas of the public school program. This means that the board is responsible for establishing the class, its financing, curriculum, leadership, and supervision. This also means the board of education carries the same legal liability for adults that it does for pupils in other phases of public school operation.

Teacher Qualifications

To meet the approval of the Commissioner of Education, each class must be conducted by a qualified teacher. Teachers may become qualified under the following conditions:

- By possessing a valid New York State teaching certificate.
- Adults, who by preparation or experience appear to possess qualifications necessary for leadership in a given subject matter area, may apply to the Division of Teacher Education and Certification, State Education Department, for either adult education or evening vocational certification, whichever is appropriate. Such application must be made through the local superintendent of schools and accompanied by a $5 fee.
- Instructors for driver education classes for adults must possess a valid New York State certificate for teaching in public secondary schools, must have completed a special training course in driver education required by the Commissioner of Education, must have had 2 years of driving experience with an exemplary driving record, and must hold an MVD 283 Certificate. Applications for the Motor Vehicles Department Certificate may be requested through the Safety Education Unit, Division of General Education, State Education Department.
- The qualifications of a person to be used in a leadership capacity in a local continuing education program for six sessions, or fewer, in any school year may be approved by the local superintendent of schools without making application to the State Education Department for an adult education certificate.
- Teachers of classes for which credit toward a high school diploma is to be given must have secondary certification in the subject matter which is being taught.

Director Qualifications

Continuing education deserves and requires the same careful administration and supervision as that accorded all other areas of public school education.

A board of education which operates a program of continuing education shall designate a qualified person to direct the program. Qualifications for the director of continuing education are discussed in the chapter on DEVELOPING THE PROGRAM.

Program Limitations

Public school continuing education is supported to some extent by public funds. This fact compels a more rigid scrutiny of its cost and quality on the part of those charged with its administration. Every continuing education class or activity must be educationally justifiable and worthy of public support. Any program of adult education which fails to meet high standards of educational quality, even though acceptable to the community in which it operates, imperils the image of all public school adult education throughout the State.

Classes and/or activities which fall in the following or similar general areas should be financed solely from fees charged to the participant:

- Social and recreational activities
- Sports and games
- Activities designed primarily for amusement and entertainment
- Any other courses which have limited educational value
  - Classes in social and recreational activities may be supported by public funds when they are designed for and actually do serve adults aged 60 years or older. Therefore, the above restrictions do not apply to activities for senior citizens.

An adult is defined as any person beyond the compulsory school age and not enrolled in a private or public secondary school. Regulations do <u>not</u> prohibit students enrolled in secondary schools from enrolling in courses <u>designed</u> for adults. However, in establishing any policy in this regard, a board of education should consider four questions:

- Will participation be beneficial to the student?
- Will the presence of high school students inhibit learning on the part of adult registrants?

- Will enrollment of high school students limit the registration of adults?

- Is it an activity that should be incorporated into a secondary program?

As guidelines, it is suggested that secondary students should not take the place of adults, nor should their presence be encouraged if it is likely to inhibit adult participation. With these reservations, there is no reason to discourage young people from gaining the enrichment opportunities of adult programs, conditional upon approval of the high school principal and the director of continuing education.

Wise and prudent use of public funds is the basic principle of accountability. The decision as to size of class and/or attendance requirements is left to the discretion of the local board of education.

The charging of fees for continuing education courses is permitted, with certain exceptions.

- Any fees collected for classes for which State or Federal funds are provided cannot exceed the total instructional cost, less public funds received.

- In instances where the course is designed to attract persons of low economic status, a system of fees may be undesirable.

- Fees should never be so high as to prohibit or discourage participation.

All fees collected for continuing education courses become part of the general funds of the school district. The salaries of instructors are to be paid by the board of education. No fees may be collected by the instructor for his own use.

CHAPTER III

DEVELOPING THE PROGRAM

Board of Education Responsibility

A sound and successful program of adult education is only possible when it has the backing, understanding, and steady support of the board of education, the administrators of the school, and the men and women who will staff the undertaking, from the director to the most casual assistant. There is ample evidence that a program so backed will command the approval of the general public in most communities. The board of education, therefore, as the body making the initial, primary decision to launch a program of continuing education, should be encouraged fully to explore the educational needs of adults, the ends to be served by an adult education program, and the means to be employed before it approves entering upon the undertaking. When the board is considering continuing education, it should have before it the most cogent statement of the value and importance of education for adults which the chief school officer can present.

The board should assume leadership by establishing the basic policies to be followed and, by taking a continuing interest in the program, assure itself that the program is always comprehensive and well balanced. It should take responsibility for sound and stable financing. From time to time, a board of education may seek the cooperation of other community agencies and organizations in the planning and promoting of a specific program or activity. In such instances, the board of education should be the sole sponsoring agency, acting with the cooperation of the other interested group or groups. A decision to extend public school services to include continuing education which is unclear about ends and doubtful about means handicaps the director and his associates from the beginning.

Role of the Chief School Administrator

The superintendent of schools or the district principal provides educational leadership for all educational programs provided by the board of education. He is equally responsible for and should provide leadership to the continuing education programs for adults as he does in the areas of elementary and secondary education.

In the planning and developing of the program, the chief school administrator has a key role. In order to recommend that the board of education institute a program for adults, he should prepare a rationale for such a program. He should carefully screen candidates for the position of director of continuing education and recommend that the board of education appoint

those best qualified. It is also his responsibility to recommend members of a citizens advisory committee for appointment by the board.

Once the program is in operation, the chief school administrator should give support to continuing education and to the administrator of the program. He should maintain direct supervision over the director of continuing education, assisting him in the carrying out of his duties. He should recommend each year a budget for continuing education based on the needs and interests of adults in the school district. With the assistance of the director of continuing education and the citizens advisory committee, the chief school administrator is responsible for educating the public, including public school personnel, about continuing education.

Director of Continuing Education

A program of continuing education depends heavily upon the quality of the direction it has. Assuming normal board of education support and interest, a program will develop well only in proportion to the ability and vision of its administrator.

An ideal director is a man who is convinced of the vital importance of continuing education, and has a lively interest in it. He will have demonstrated this by study or experience and his willingness to continue his professional training while in office. He should show that he is fully aware that teaching adults is a different task from teaching children and adolescents. He should exhibit clearly a respect for the dignity and worth of all adults who may become his students. He should understand the community in which he is to function. He should show that he will be imaginative in satisfying the demands that can legitimately be made upon and met by the program. He should be a man with a sound background of liberal learning. Qualifications should be flexible enough to permit the employment of leadership outside the educational establishment, if necessary, in order to secure the best qualified person.

But even the most qualified director cannot do his job unless the conditions under which he is to work are satisfactory. He must be assigned sufficient time to do his job, a point particularly relevant if circumstances require him to carry out other assigned duties. If he is to deal with continuing education part time, that part of his time given to continuing education must be amply sufficient. He should not have to perform his adult education duties with his energies already depleted. And he should be supplied with the tools to do his job. He should have office space, clerical help, a telephone and so on, exactly as any other school administrative officer with major responsibilities.

Continuing education programs more often suffer because of weak leadership than from any other single factor. Lack of status, interest, training, and time are key factors. Attention to the recruitment, orientation, and training of directors of continuing education is needed. Experience in continuing education is valuable but not as essential as other qualifications.

School districts with a population of more than 20,000 should have a director whose full-time assignment is in continuing education. Smaller districts should be served by a full-time administrator of continuing education employed through a BOCES on a shared-service arrangement.

The job of a director of continuing education is that of an administrator in the fullest sense. Many of the responsibilities are the same as those of any other school administrator. Others are unique because of the nature of continuing education, a nonmandated program which has to fit the needs of a changing society and a greatly diversified population. It is difficult, and to some extent impossible, to classify in detail all of the duties of this position.

The following are the main divisions of responsibility with which any director, part-time or full-time, has to be concerned.

PLANNING THE PROGRAM

With the advice and help of adult citizens:

- Conduct necessary fact-finding surveys of the community and special groups within it to determine adult needs for education.
- Make definite plans for the fall and spring terms of the continuing education program by late summer and midwinter, respectively.
- Make detail plans for the organization of new classes and new activities within the year.

INTERPRETATION, PUBLICITY, AND PROMOTION

- With the advice and help of adult citizens:
  - Make sure that the public understands public school continuing education - its purposes, its aims, and its possibilities.
  - Make sure that every adult knows of the opportunities available to him in continuing education in the area in which he lives whether it be in the public school, BOCES, higher education, etc.
  - Make sure that selected adults are encouraged to take advantage of opportunities which are particularly important to them.
- To accomplish the above responsibilities, make full and appropriate use of the following procedures:
  - Prepare and issue newspaper, radio, and television releases.

- Prepare and distribute printed brochures or mimeographed announcements of course offerings.

- Seek and use opportunities to make personal explanations of continuing education before local groups and organizations.

- Prepare explanatory or interpretive continuing education exhibits.

- Help prevent misunderstanding and criticisms of continuing education by:

  - Avoiding in all public communications the use of course titles which may cause the public to judge adult education as a superficial and frivolous enterprise.

  - In all public communications, carefully separate announcements concerning education offerings from those concerning courses and activities which do not enjoy public support, and label the latter as "services provided at no public expense."

RECRUITMENT, SUPERVISION AND TRAINING OF STAFF

- Find and make use of qualified:

  - Day school staff personnel

  - Lay leadership of the community

  - Outside leadership resources.

- Train and supervise professional staff through:

  - Group inservice training meetings

  - Individual conferences

  - Preparation of training bulletins and materials

  - Visitation of adult classes.

GENERAL ADMINISTRATION

- Budget control and financial accounting

  - Prepare and present annual budget

  - Prepare payrolls and approve expenditures

  - Collect and account for State and Federal aids.

- Supplies and equipment
  - Approve requests for instructional materials
  - Arrange for purchase of needed equipment and instructional materials
  - Establish procedures for sale of consumable materials directly to adult participants.
- Office management
  - Supervise clerical personnel of continuing education office
  - Establish proper office procedures for handling accounting, registration fees, correspondence, and other matters which flow through an administrative office
  - Be prepared to handle correspondence, telephone inquiries, etc.
  - Prepare plans for and organize registration procedures.
- Reports
  - Prepare periodic reports and summaries of program for chief school official and board of education
  - Prepare annual report to State Education Department
  - Issue annual report to community.
- Relationships
  - Establish and maintain proper channels of communication whereby information, important facts, and new developments may continually be shared with the board of education, the superintendent of schools, and the public school staff in general.

COORDINATION AND COOPERATION WITH OTHER AGENCIES

- Provide requested consultant services for adult education activities of other community organizations.
- Develop cooperative projects with other agencies.
- Enlist the cooperation of other agencies in the promotion of specific activities which will be valuable to their membership as well as the general public.

- Be ready and have time to serve on community committees as a representative of the public school in matters which particularly affect the adult community.

- Invite the cooperation of other agencies in those aspects of the public schools program which require cooperation in order to insure their success.

PROGRAM EVALUATION

- Establish procedures for continuing evaluation of:

  - Character and adequacy of curriculum

  - Quality of instruction

  - Program accomplishments in terms of program purposes and objectives.

- Be available for conferences with adult participants.

- Make periodic surveys and analysis of dropouts.

PROFESSIONAL GROWTH

- Be continually aware of all State and Federal laws and regulations affecting both the operation and financing of continuing education.

- Participate in regional, State, and national conferences in continuing education.

- Keep abreast of new developments in continuing education through reading professional publications.

Citizens Advisory Committee

Appointment of an advisory committee in any educational program is an acknowledgement that the public schools belong to the people and that their input is crucial to providing the kind and quality of education the community seeks. Involvement of representatives of the community helps to assure community support, relevance to community needs, and status of the program. It provides valuable feedback needed to keep any program alive and thriving.

A most important factor in considering the makeup and use of an advisory committee is the willingness of the board of education to appoint such a committee and to accept and review the committee's recommendations. The board must be supplied with background information as to the reason for a committee, its functions, and suggestions for its composition. Guidelines should be established by the board of education which clearly state

the term of membership, the committee responsibilities, and the relationship of the committee to the board.

Terms of membership may vary with the purpose of the committee. Committees may be appointed for a specific length of service or for a specific task assignment. Generally, appointments are for 3 years with staggered terms to provide continuity to the work of the committee.

There is no one formula for a successful committee. Size, composition, and responsibilities will vary from community to community. In large communities, there may be many different committees, each working on special curriculum areas. In smaller districts, a single committee may handle all the problems. A general committee can subdivide its members to provide special attention to certain components of the total program which need special attention.

Important, however, is the composition of the committee. It is crucial to consider geographic, ethnic, and socioeconomic factors as well as the power structure of the community in order to provide a cross section of ideas and interests. Members should be selected for their interest, ability, and willingness to volunteer time and energy. The search for these qualities invariably results in a reasonable variety of educational background, experience, age, sex, all of which are desirable for scope, vision, and ideas.

Members may be chosen from major community groups, business and industry, and professional organizations which have a genuine concern for the continuing education of adults. Persons who have participated in adult courses or activities generally make excellent choices as members of the committee. It is unwise to ask organizations to select a representative since the result may be persons who have no real commitments to the tasks of the committee.

Committee assignments should clearly specify the purpose for which the committee is appointed. The purpose, however, should be broadly stated so that a committee may work creatively within the prescribed framework of its responsibilities.

The continuing education director must devise ways of keeping the committee informed about all ongoing continuing education activities so that the committee will make plans or judgments based on a knowledge of what is going on and not be working in a vacuum. The director must also provide for secretarial help for the committee to aid them in preparing and duplicating reports and in disseminating information about meetings and committee recommendations. The community must be kept apprised of the work of the advisory committee by whatever means available: the press, radio and TV, community newspapers, bulletin boards, etc. The public relations aspects of a committee's work must be considered as one of its most important contributions to continuing education.

Areas in which the committee can be helpful include:

- Serving as a channel for obtaining criticism of the program

- Identifying courses and activities to be included in the curriculum
- Assuming a degree of responsibility for communication with potential students and encouraging their participation in the program
- Serving as a link between school and community organizations
- Assisting in the evaluation of all aspects of the program
- Representing community groups, organizations, and public agencies in program development
- Aiding in recruitment of volunteers to assist in mobilizing community resources
- Presenting a continuing education budget proposal to the board of education
- Determining program priorities
- Promoting and advising on publicity, especially with regard to local media
- Recommending policies solicited from teachers, administrators, program participants, and others who might be concerned or interested in a continuing education program
- Assistance with registration procedures
- Participation in surveys of needs and interests.

The relationship between the director and the advisory committee is crucial to its success. The committee must consider its role as advisory and in no way supervisory, administrative, or policymaking. The director should never accept the role of chairman, and yet, at the beginning, he must feed and nourish the members of the committee. At committee meetings, the administrator should serve in the capacity of an executive secretary, guiding the committee through its elected chairman and providing information necessary to its task. In preparation for the meeting, the agenda should be developed by the director with the chairman of the committee. The effectiveness of the committee will depend upon how well the director can make use of the committee and its advice.

Survey of Community Resources

Before starting or expanding a program of continuing education, the director, with the help of the advisory committee, should make a formal or informal survey of community resources.

Conspicuous among these from the director's point of view will be, of course, adult programs actually in existence. These he will study very carefully indeed, for it is no part of his task to enter into competition with them, least of all deliberately to displace them. He will rather want to avoid duplicating offerings wherever possible and, in general, to complement and supplement existing programs and make a planned invasion of unoccupied territory. If he can render assistance to existing adult education undertakings, he will be eager to do so. If they can assist him, he should have an understanding of how. Perhaps the first act of cooperation with the other directors of programs will be executing the survey itself. Certainly, they will have a keen interest in the results. The survey should be kept constantly up to date.

The survey should also cover all individual and institutional resources helpful to the public school program. In the course of the director's explorations, he will almost certainly become aware of individuals whom he will find most useful as members of his instructional staff. These will by no means all be professional teachers; indeed, most may be laymen. It will be necessary for him to be alert to identify prospective teachers wherever they may be found, including amongst his criteria of identification, the probable willingness of each individual to accept cues about the training for teaching adults successfully. In short, the wise director will assume as a hard fact that his teachers will be found outside as well as inside the public school system. The search for those outside must be actively prosecuted.

The institutional resources will, in a richly endowed community, be almost infinite. No well-built adult program can fully function unless the students have access to a good library. Library cooperation is ordinarily easily arranged. But what of museums: natural history, science, art, historical? All should be closely inspected, and their uses canvassed with the directors. Colleges and universities, in the community or nearby, may or may not offer courses for adults. In either case, their uses for the public school program must be carefully assessed. Nor should any group or committee, or public or private sponsorship, of whatever principal purpose - public health, mental health, heart disease, community improvement, housing, etc. - which engages in educational activities be passed by. They all contribute, no matter how incidentially to the "mental climate" of the community. And certainly the mass media should be examined carefully, not merely for their possible use as publicity outlets for the school program, but as contributors to the "mental climate." This includes newspapers, radio, television, magazines, both originating from points in the community and reaching it from outside. Social, business, and professional clubs must unfailingly be looked at for many of them, if affiliated with national organizations, have or have offered to them educational programs of one kind or another. The director should be aware of them.

It has already been established that, in developing a survey of community resources, some amount of communication and cooperation with other agencies and organizations may be effected. However, only a concerted and continuous effort to develop communications and to seek to coordinate the public school program with other agencies, organizations, and institutions

offering programs for adults will assure a comprehensive program for the community. A listing of organizations and agencies in a given community can only be developed by those who know the community. However, an illustrative listing of some more commonly found agencies and organizations may serve to assist in the compilation of a community inventory.

- Social services agencies
- Religious or church-related groups
- Ethnic groups
- Organizations assisting minority groups
- Farm-related groups
- Public agencies
- Service clubs
- Professional organizations
- Business and industry
- Private organizations
- Fraternal organizations

Survey of Needs and Interests

In determining course offerings to be included in the program, the director must know the interests of out-of-school youth and adults for whom he is planning a program. It must be remembered that those offerings most desired are not necessarily those which are most needed. Many courses or programs which would be most valuable to individuals, or to the community, frequently are those for which it is most difficult to attract responses. Some possible approaches are discussed in the section dealing with *Publicity and Promotion* in the chapter on PROGRAM OPERATION. It is essential that an extensive survey be made in the initiating of a program. Periodic studies should be made thereafter, in order to assure keeping the program abreast of changing needs and interests.

As a first step, the advisory committee should be consulted. If its members are representative of all socioeconomic elements of the community and have been selected because of their knowledge of currents of thought and feeling in the community, their opinions can be invaluable. The committee might be divided into subcommittees, each having responsibility for specific areas as described in the chapter on CURRICULUM.

Armed with suggestions made by the advisory committee, a survey of existing adult educational opportunities provided by other agencies,

organizations, and institutions, the director is ready to survey the community to determine what response he may expect to the proposed list of course offerings. In developing a questionnaire, it is better to provide more choices than too few. For example, it is important to know how many persons would be interested in various forms of painting (oil, water, acrylic, portrait, landscape, etc.) than to know how many may register for the more inclusive subject. If the responses to specific forms is insufficient to justify separate courses, a more general course can be offered with the same result as long as the description includes all possible avenues of interest.

Information can be collected through a carefully developed questionnaire, although it must be remembered that many, who may ultimately register for courses once they are offered, will not respond to a questionnaire received in the mail. Many organizations, personnel offices, etc, will hand out forms at a meeting or to their employees if requested. This often results in a greater return. House-to-house canvassing usually assures good results if canvassers are available. Civic groups sometimes are willing to take on a limited responsibility for collecting information by this method. Regardless of the method decided upon, the format should contain the following information:

- Statement by the board of education introducing continuing education concept to the public.
- Indication of board-established fee structure.
- Instructions on how the questionnaire is to be marked.
- Listing of suggested course offerings including opportunity to suggest others in which the individual has an interest.
- Information regarding next steps, depending upon results of the survey.
- Instructions on returning questionnaire to the proper person.

Regional Coordination

It is of major importance that public education develop effective planning and delivery systems for comprehensive continuing education programs for out-of-school youth and adults. During the past decade, continuing education in the public and private sectors was and continues to be marked by rapid growth and proliferation. The principal providers of continuing education programs - local educational agencies, community colleges, some higher educational institutions, and private industry - develop and continue to develop programs with little or no articulation or coordination among them. In many instances, there is duplication of program offerings and, in some cases, even competition for students. This situation has

caused confusion on the part of the client, competition for competent staff, and, more importantly, has escalated administrative and program costs resulting in a less effective use of the continuing education dollar. In New York State, there is clearly presented a strong case for coordination of the delivery services of continuing education.

The tremendous diversity of educational needs for out-of-school youth and adults is such that it will require increasing interrelationships between elementary, secondary, post-secondary educational institutions, and the private sector. Boards of Cooperative Educational Services can serve as the key link in the coordination of the various agencies offering continuing education. If effective coordination is to take place and effective planning systems are to become a reality in continuing education, strong leadership at the regional level must be provided, and personnel directly related to these functions should be made available.

Many Boards of Cooperative Educational Services have appointed coordinators of continuing education. The role of coordinators varies from region to region throughout the State, and, being a new and emerging role, will continue to differ from region to region. Local directors of continuing education, chief school officials, and boards of education should look to this important resource in their region to obtain services to more effectively serve the needs of their out-of-school youth and adults. In regions where this position is not yet a reality, local educational agencies are encouraged to take action to develop this position within their BOCES region. The BOCES coordinator of continuing education should not be thought of as an administrator who will perform program operation or administration; rather, he should be considered a planner, coordinator, and technical assistant to the directors of continuing education in the region he serves. Specifically, his role should be:

- To serve as a resource person to participating school districts and be the liaison between the State Education Department and program personnel under BOCES jurisdiction concerning matters dealing with continuing education.

- To work with local continuing education directors, appropriate State Education Department personnel, representatives of public and nonpublic agencies with common concerns, citizens advisory councils, and his BOCES, preparing short- and long-range plans for operations within the BOCES area. These plans, once approved by local boards, BOCES, and the State Education Department, would govern the operation of continuing education in the BOCES area. These regional plans would also become the basis for a comprehensive State plan for continuing education.

- To have the responsibility for generating program information so that the effectiveness and quality of continuing education programs within the district could be evaluated.

- To assist local continuing education directors in iden-

tifying needs and assessing program offerings. In cases where insufficient demand exists within the local district, the coordinator would provide leadership in arranging cooperative programs.

- To provide technical assistance to local program directors and operators. He would know the resources of his area, the State, and the Federal government. He would assist local districts in maintaining effective advisory councils. He would maintain strong relationships with all professional technical associations.

- To provide centralized publicity for all continuing education programs in the district as the local districts approve.

- To initiate areawide research to better identify needs within the district. This research would be done in cooperation with participating continuing education directors.

- To encourage the formulation and strengthening of professional continuing education associations within his area, and

- Finally, where other agencies are performing continuing education functions, take leadership in establishing communication between those programs and the programs under the jurisdiction of public schools in the BOCES area and make efforts to insure that programs are not being unnecessarily duplicated.

CHAPTER IV

CURRICULUM PLANNING

Curriculum largely determines the character and quality of a continuing education program. What shall be taught is the most important decision to be made in setting up a local program. It is this fact that lends importance to the role of the director as a curriculum planner for the adults of his community. The curriculum in continuing education is determined by the needs of the people to be served. If the curriculum does not serve their needs, they will not be there on registration night.

There is no State-mandated curriculum in continuing education because the task of curriculum development has to be a local responsibility. The prime consideration in the planning of a curriculum in continuing education is people - their needs, their problems, and their aspirations.

Every curriculum of continuing education must have certain characteristics to make it valuable to the community:

- First, and perhaps most important, the curriculum must have high quality. It must be solidly educational.

- A second essential characteristic of the curriculum in continuing education is comprehensive coverage. It must meet the needs of the total adult population. The curriculum must not reflect a single-track interest or a partisan bias on the part of its creators. Overemphasis in one area of adult education and deemphasis in another are equally undesirable.

- Third, the curriculum must have logical sequence in subject matter.

Since the curriculum is based on the needs of people, it follows that the primary task of the director in determining its content is that of identifying those needs. The advisory committee can be of great assistance by advising the director with respect to the types of subject matter that should be offered. Means of identifying needs and interests can be found in the section dealing with *Survey of Needs and Interests* in the chapter on DEVELOPING THE PROGRAM.

Responding to the deep need to be self-directing, a great deal of attention is being paid to ways of involving the adults meaningfully and relevantly in the planning of their own learning. The reason an adult enters into education is to be able to better deal with some life problem about which he feels inadequate. As a result, an adult's orientation to education is problem centered. One technological implication of this

difference is that the organizing principle for the curriculum of continuing education involves problem areas rather than subject categories. This can be accomplished by taking a problem census. Teachers have their adult students identify what it is that they are curious about or worried about or concerned about. Then they build a learning program around these curiosities and concerns. The result is an adult-oriented and problem-oriented curriculum.

The director as a curriculum builder must design a program which will fit within the limitation of law, student needs, and environment. He must identify curriculum needs before the program begins and must continue with the identification process during the life of the program.

What is universally needed in the field of continuing education curriculum development is an educational plan which will provide the learner abundant opportunities for success while minimizing chances of failure. The plan should be competency-based and provide for the breakdown of learning behaviors into small units called modules. A module should be a free standing unit of instruction. It specifies behavioral outcomes pertaining to a stated concept and offers suggestions for attaining those outcomes. Various modules will be combined to build courses.

Learning experiences presented in a module are suggestions for achieving behavioral objectives. They are general in nature, yet offer a variety of activities that could be implemented in most programs. Directors are encouraged to be creative and include their own activities to suit the needs of their students.

There are certain areas of the continuing education curriculum that are common to most programs. They reflect the fact that the basic needs of people, wherever they are, are very much the same.

Adult Elementary Education

Historically, the area which has engaged the attention of continuing educators over the longest period of time is that of adult elementary education.

Shortly after the 1960 census report, the American public became aware that a large percentage of the population was educationally disadvantaged. Many were in need of a basic education. Federal funding in 1964 under the Economic Opportunity Act has caused an increase in the number of students and has brought the realization for curriculum modifications. Adult basic education, if it is to meet the needs of the disadvantaged population, can no longer utilize its historical curriculum, which was developed to impart skills and knowledge to enable foreign-born adults to attain naturalization. Neither can the curriculum resemble that of the elementary school.

The vast differences in the population to be served should be considered in the adult basic education curriculum. The curriculum must provide for opportunities not only to develop the reading and writing skills,

but also provide for social living skills such as health and nutrition, consumer education, practical government, orientation to the world of work, and family life education. A relevant curriculum will attract and upgrade those in our population who are educationally and economically disadvantaged.

Instructors in adult basic education must be trained to diagnose reading disabilities and to interpret from this diagnosis the cure for specific inadequacies. Teaching English as a new language, particularly to illiterate or semi-literate adults, is a vast and controversial task. The curriculum designed for the recently migrated agrarian Puerto Ricans must consider the culture of this population. However, there are enough commonalities so that guidelines for the development of meaningful English as a second language curriculum can be developed.

Adult Secondary Education

High school courses for adults have been increasing rapidly in recent years as job qualifications are revised. Most often these courses are offered for credit leading to a high school diploma although they also provide adults the opportunity to get needed credit courses to meet higher education requirements for specific programs. Evening high schools have been established in larger cities which offer a complete high school program to adults. This formal organization, however, does not exist in all the school districts in New York State. Many districts provide credit opportunities toward a diploma issued by the high school principal.

The high school equivalency diploma is a shortcut for many adults. Although courses are not required, many school districts offer a high school equivalency preparation course. If the adult is able to pass the General Education Development Test, he is granted the high school equivalency diploma.

The scope of the high school equivalency curriculum covers areas of grammar usage, mathematics and cognitive reading skills in Natural Science, Literature, and Social Studies. These correspond to the five tests which make up the General Educational Development Tests.

Generally speaking, high school equivalency students are weak in reading skills. Because reading is the basic tool needed by each student to achieve in all academic areas, special emphasis should be placed on a reading program.

General Academic

This area consists of noncredit courses in general academic education. They are designed for adults desiring specific information or those looking for personal enrichment in academic studies. Examples include foreign languages, psychology, philosophy, sociology, etc.

Americanization

Americanization is an educational process which assists the new arrival to adapt to a new life in this country through the presentation of the American culture while showing an appreciation for qualities and practices of other lands. It creates a feeling of pride in the folkways, mores, customs, conventions, and social patterns of the immigrant's homeland.

Americanization education builds upon the cultural patterns of the class in presenting our country's traditions so that the growth and development of immigrants may be continuous and effective in his new community. What matters most is not how one becomes a citizen of this country but what kind of citizen one becomes.

A comprehensive program in Americanization education should consider both immediate and ultimate objectives:

- To develop an increasing ability in speaking, understanding, reading, and writing English.
- To encourage the student to become an effective, participating citizen and to give insight into the values of such participation.
- To help the newcomer prepare for the citizenship examination by developing a background in American history and government.
- To create a desire for continued learning and for self-realization.

Special consideration should be given to the following areas:

- Earning a Living
- Consumer Education
- Home and Family Life Education
- Health and Safety Education
- Citizenship Education
- Leisure Time Education
- Everyday Science and Technology

In planning an Americanization program, each director should develop a comprehensive curriculum designed for the local situation.

Civic and Public Affairs

Public affairs includes such concerns as the encouragement of citizen participation in the civic and public affairs which affect their lives; discussions of local, State, and national issues; trends in world affairs; comparative political systems, world religions, current crises; the United Nations; the numerous problems and issues arising from poverty; local issues; and the school.

Administrators find this to be one of the most difficult areas for a variety of reasons. Administrators often lack time and experience in developing curriculum in public affairs. People do not stand in line demanding to be kept informed. The programs can be taken to them in their natural group setting. All forms of adult education must be used, and the cooperation of other groups obtained. The use of press, radio, and television and the exploration of new and additional ways of working with voluntary associations may hold some of the answers.

In thinking about civic and public affairs, it is important not to think exclusively of classes and courses. Adults go to their clubs and organizations for this kind of education. The responsibility of the public school in this area is not to seek to provide all of the educational experience, but rather to help civic groups to accomplish their purposes. Much can be done through program clinics, personal contacts, and cooperative sponsorship.

Art, Music, Drama, Crafts

Practically all continuing education programs offer courses of a cultural nature for the personal enrichment of adults in the community. These include courses in appreciation and in the performance of various skills. Hand crafts and hobbies are covered by a wide range of course offerings and serve to prepare adults for constructive use of leisure time.

Business Education

Business education courses equip the adult with marketable skills, knowledges, and attitudes needed for initial employment and advancement in business occupations as well as for personal use. The business curriculum includes stenographic subjects (typing and shorthand), bookkeeping, clerical practice, and office machines. Nonoccupational business education courses such as estate planning, law everyone should know, investments, money management and banks, personal use typewriting are also included.

Distributive Education

Distributive education courses offer training in the selling, marketing,

and merchandizing of goods and services for the purpose of improving distribution and upgrading distributive workers including employees, managers, and owners engaged in distributive occupations. Some typical distributive education courses are real estate, small business management, salesmanship, insurance brokerage, and merchandizing.

Trade, Industrial, and Technical Education

Trade and industrial courses provide instruction for the purpose of developing basic manipulative skills, safety judgment, technical knowledge, and related occupational information. These may be pre-employment courses or courses designed to upgrade or retain workers employed in industry. Some examples are courses in machine shop, auto mechanics, blueprint reading, and power sawing. Many of these courses are now taught in an expanded curriculum under provisions of the Manpower Development and Training Act.

Apprentice training is a special program to provide manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. Because apprentices learn craft skills through on-the-job work experiences and related information in the classroom, the program usually involves cooperation among school, labor, and management. Some of the apprentice trades are carpentry, plumbing, electrical work, and sheet-metal work.

Technical courses provide technical information and understanding of the laws of science and technology to prepare adults as technicians or to give them knowledge necessary for an occupation or profession. Illustrations of these are technical mathematics and physics, electronics, refrigeration, and metallurgy.

Agricultural Education

Agricultural courses are designed to improve skill training on and off the farm. They cover such areas as:

- Agricultural Production

  Skills in and knowledge of the production of plants and their products.

- Agricultural Supplies and Services

  Examples are agricultural chemicals, feeds, seeds, and fertilizers.

- Agricultural Mechanization

  Maintenance of power tools and machinery includes agricultural structures.

- Agricultural Products

  Quality control of agricultural products includes occupation of inspecting, grading, storing, and food processing.

- Ornamental Horticulture

  Knowledge of and skills in the culture of plants used principally for ornamental and esthetic purposes.

- Renewable Natural Resources

  Natural resources, conservation, propagation, improvement, and utilization of renewable natural resources.

- Forestry

  Skills in and knowledge of the multiple uses of forest lands and resources, including their protection and management for economic and recreational purposes and related services.

Home Economics Education

Home economics in continuing education is focused on individual and family living, and, therefore, is increasingly important in the lives of adults. Curriculum in home economics offers a broad program for out-of-school youth and adults with two dimensions.

- Education for personal and family living, and
- Education for occupational competence.

Sound local planning is essential to the success of the continuing education program in home economics.

The preparation for personal and family living is organized into five curriculum areas:

- Personal and Family Relationships
- Personal and Home Management
- Housing for the Individual and the Family
- Personal and Family Clothing, and
- Family Food and Nutrition

There are many service-type occupations in which adults can use their

homemaking knowledge and skills. The preparation-for-employment aspect of home economics has six curriculum areas, each with the opportunity for developing competencies for several jobs. The six curriculum areas are:

- Management Services
- Home Funishing Services
- Housekeeping Services
- Food Services
- Clothing Services
- Child Care Services

Parent Education

The education of parents should be a major concern of continuing education. This is part of the education of adults, and, without it, that education is incomplete.

To involve people in parent education, whether in the slum or suburb, clarity of goals is an essential element both in terms of attracting the learner and subsequent involvement in the learning process. Broad programs of education for parents would do much to increase the awareness of the importance of their parental functions.

Areas of study can run the gamut of the family's experience in coming to grips with change. Curriculum can be designed to meet the needs of families at various points in their life cycle. Interest and study opportunities can range from how the child learns to what the school teaches, from understanding the gifted to guiding the handicapped.

Parent education can be the most vital area of continuing education. It influences both adults and children. It is usable by both the advantaged and the disadvantaged. It can lead to continuous learning throughout life.

Health and Safety Education

The growing concern for health is reflected in continuing education courses in physical fitness and weight reduction. Programs on heart disease prevention and smoking withdrawal attack serious societal problems. In the field of safety, courses are found in survival, swimming, safe boat handling, safe handling of firearms, and the 3-hour driver education prelicensing program. In all safety courses, the primary emphasis is on the development of proper attitudes as well as skills.

The 3-hour driver education prelicensing program has exceeded expectations. By means of this course, continuing education programs have made a considerable contribution to the saving of lives, fewer injuries, and less property loss.

No area suggests more urgency than drug abuse prevention education. The director of continuing education has a front line responsibility. His position is unique with regard to community education about drug abuse. He coordinates the education of adults in a publicly supported institution which has responsibility to every member of the community. Furthermore, the director is likely to have daily contact with both young people and adults.

Health occupations education encompasses health training programs at the secondary and adult level and articulates with the post-secondary level. It includes such programs as:

- Nurse Assisting
- Medical Laboratory Assisting
- Medical Office Assisting
- Dental Office Assisting
- Home Health Assisting
- Medical Emergency Assisting
- Environment Health Assisting

Miscellaneous

Through continuing education, the schools have either organized and supported senior citizen groups or served with educational programs that have been organized by some other agency. In that part of the overall continuing education program devoted to senior citizens, there are classes and activities in:

- Vocational training for supplementary income
- Cultural activities for enriched living
- Health education
- Family life education
- Community services to help the retired person to feel useful
- Consumer education

A driving competency course for the elderly has been operating to enable senior citizens to continue as motor vehicle operators as long as possible while maintaining a high level of driving efficiency.

Retirement as a social institution is a product of our time. The widespread problems resulting from retirement are more than economic in nature. Preparation for retirement should be regarded by continuing education as a vital part of life-long learning.

Clearly, there is a need to provide information and guidance to mature women about employment opportunities equal to their abilities, on the demands of a job, and how to look for a job. The short term course, Back to Work Workshop for Women, conducted by local public school continuing education program leaders, is of material help to women who wish to make a transition from home to the world of work.

CHAPTER V

THE INSTRUCTOR AND THE ADULT LEARNER

The Adult Learner

The adult learner presents a greater span of years, 17 to 70 or more, and a broader range of physiological and psychological characteristics than any other age group with which educators work. Recent scientific studies indicate that the human brain achieves peak efficiency at about 50 years of age while physical attainment is greater between 20 and 30 years. Older people often erroneously blame their inability to remember on their years when, in fact, they have always had poor memories. While the young are likely to learn by trial and error, older people ask questions and learn more efficiently. When eager to learn, older students often surpass younger learners. The older person's greatest handicap may be the belief that he cannot learn.

Older people (40 and over) have three distinct advantages over younger ones in learning:

- Experience - adapting previous knowledge or skill to new learning
- Maturity - reflecting on and starting new learning cautiously
- Judgment - superior to those without the oldsters' background of experience and maturity. The best qualities of mind - creative imagination, reasoning, and other higher functions - increase as we grow older.

Studies of visual functions show that the maximum of visual sharpness is reached at 18, declining steadily thereafter. Aged eyes have a greater proportionate loss of capability in dim illumination. Maximum auditory capability is usually reached at 15 and very gradually, but consistently, declines to about 65 and levels off. We slow up in our reactions to auditory stimuli as we grow older; therefore, many older people, even those with little or no hearing loss, find it difficult to follow rapid speech.

The human organism alters its way of life to adjust to the general physiological changes of aging. Since learning is selective and generally follows interest, the waning of capacity is retarded by the favorable factors which motivate the choice of material to be learned. Wanting to learn is the greatest aid to learning.

Although intellectual power in and of itself does not usually change

until 60 years of age, there is some decline in the rate at which learning takes place. As adults age, feelings of inadequacy, anxiety, loneliness, guilt, and suspicion may develop. Interests narrow and become more quiescent and conservative. The adult tends to live in the past, and ability to adjust to changes decreases. Frequently, fear of aging, rather than aging itself, brings deterioration.

There are significant implications for leaders and teachers of adults in the results of physiological and psychological factors of the aging process.

- Speak more slowly and distinctly as group age increases.
- Enunciate clearly, printing unusual words on the chalkboard.
- Be especially observant and study faces for reaction.
- Repeat questions from the group before answering.
- Encourage and stimulate, but do not rush older students who like to set their own pace.
- Be alert to the physical environment, maintaining proper heat, ventilation, furniture, and adequate light free from glare.
- Start on time and end on time.
- Be patient in expecting quality, showing due regard for speed of achievement.
- Plan material logically in relation to what is known. Short units of work tend to develop feelings of success and mastery.
- Use variety in method and instructional aids to sustain interest and reinforce learning.
- Repeat important points frequently and summarize often.
- Watch for signs of disappointment or discouragement.
- Reassure students concerning their ability to learn, minimize errors, and praise good work regularly.
- Constantly relate tasks at hand to subgoals and ultimate purposes.
- Find out what each person's particular interests and needs are.
- Plan and devise ways to help him get what he is coming for. Remember everyone in the group is a voluntary participant.

- Utilize the first meeting or two to explore the rich resources and background the group brings to class.

- Avoid "busy work," concentrating on challenging, meaningful activity related to individual and group interests.

- Encourage everyone to share and participate in group activities.

- Respect each one's opinions, needs, and thoughts.

- Urge patience on adult learners since upsetting old patterns to learn new skills can be frustrating and time-consuming.

Experience has shown repeatedly that more learning takes place when students have opportunities to influence the rate of communication, to test for the meaning of what is said or shown, to add meaning out of personal background of experience, and to test the basic idea itself. It is easy to direct and dominate a passive group with ideas and procedures. It is more difficult and pertinent to the learning process to submit to the pressures of student challenge, change, and involvement. Alert leaders of adult groups are aware of questions asked; are conscious visually of student reaction, attention, and interest; and constantly analyze what goes on in a class or meeting.

Adult students communicate in many ways. Leaders should be aware of the implications of excuses for not doing something - lack of interest in work being done, fear of failure, sensitivity to criticism, and feeling of inferiority. Only by maintaining many free and open lines of communications can the adult leader show his interest in the adult learner - taking time to listen, scheduling interviews, holding informal chats, answering all questions with respect for the questioner, and utilizing student experiences. When all can laugh and be serious together, discuss and work together, take suggestions from each other with mutual respect and real feeling for the subject, then each gets through to the other and learning is enhanced.

There are at least six specific forces which can be mobilized to accelerate learning through instructor-student planning and cooperation:

- Discussion of the desired goals of the students.

- Discussion of problems or difficulties in learning.

- Group cohesiveness working interdependently for what is best for the group.

- Establishment of acceptable work standards by the group itself with the leader's help.

- Involvement of the members of the class in developing learning experiences and in providing the teacher with insights into individual and class motivation, perceptions, and anticipated learning difficulties.

- The discovery and utilization of students who are able to help in the learning process by summarizing, harmonizing differences, and encouraging the timid or fearful among their fellow students.

Whether to test adult students or not is a question the teacher will have to decide based upon the feelings of the class. In credit courses, skill courses, or where certificates are to be awarded, formal testing is essential. Even in informal adult education situations, evaluation is necessary to measure progress. Self-appraisal by the students of their own progress may develop their awareness of the need for improvement. Improvements and suggestions result from involving everyone in the group in the education process.

Individual abilities and background vary so widely among adult students that comparing them with each other is often invalid and even dangerous. The adult student needs to know how well he is achieving his own objectives rather than how he compares with others in the class. The instructor should have these specific objectives clearly in mind in the process of evaluation, and he should be aware of what the student started and the speed of his progress as well as his success in reaching his goals. A variety of devices should be used to evaluate achievement and changes in understanding and attitudes. These may include student interviews, test, inventories, scales, case histories, and teacher observation in well as those mentioned above. The adult student should be encouraged to cooperate in the process, aware of what is being done and why it is being done. Rapport should be established before adult students are tested. Ideally, test results should be disclosed in individual conferences in which student progress, strengths, and weaknesses are assessed, rather than "scored" and returned.

The Instructor

An instructor must possess knowledge and skills in a given subject and be able to communicate his knowledge and skills to others. In addition, he must bring to his classroom a desire to serve his students. It is essential that he be convinced that the work he is performing is important. It is equally important for him to have an understanding and appreciation of the students in his class - their hopes, their fears, their problems, their capabilities, and their rights.

The instructor has many and far-reaching responsibilities which can be classified as follows:

- Responsibilities to learners
  - Provide suitable learning experiences
  - Meet educational needs
  - Guide in the wise selection of course

- Evaluate their progress
- Provide encouragement and enthusiasm
- Maintain contact with absentees
- Keep them informed of any schedule changes
- Make efficient use of time
- Cooperate in all efforts to improve the effectiveness of classroom instruction

• Responsibilities to the program

- Attend regularly and be prompt
- Keep the director informed concerning changes of schedule, room, or plan
- Notify the director promptly when late or absent from any session of class
- Keep careful attendance and other records
- Cooperate in publicizing the adult program
- Consult director before making commitments to the class (field trips, use of sepcial equipment, etc.)
- Work to increase popular image of the overall adult program
- Report vandalism or other damage to school property promptly

• Responsibilities to the school district

- Be careful with and protective of school property
- Work to increase popular respect for the school system
- Report any accidents or injuries promptly on the appropriate forms
- Provide appropriate supervision in the use of potentially dangerous equipment

The Instructor and the Dropout

Not all adult students who fail to come back to class are dropouts

because some complex personal need is not being met or the teacher has failed. Fatigue, weather, baby sitter and many other problems are also factors. However, when dropouts occur, teachers should investigate, evaluate, and followup.

Adults will begin to show signs of dissatisfaction when their needs are not being met adequately. Discovering warning signs early, analyzing them, and taking corrective measures promptly can revive waning interest and lead to continuing improvement in instruction. The instructor should watch for the following signs of apathy:

- Irregular attendance
- Inattention in class
- Poor quality of student preparation
- Daydreaming
- Nonparticipation in class activity
- Stretching class "breaks" repeatedly

The following may be considered if corrective measures are needed:

- Periodic class surveys of how well student needs are met
- Personal interviews - after class or during "breaks"
- Guidance counseling - suggest a visit to the counselor to an individual dropout or potential dropout
- Private tutoring - above and beyond the call of duty after class sessions to provide extra help
- Variation in teaching method and approach

It is essential for the teacher to determine whether and to what extent each absence is significant. Prolonged absence must be judged and treated on an individual basis. Irregular attendance must be cause for genuine concern, guidance, and evaluation by the teacher. Such concern should be reflected in teacher followup of absences and by sincere efforts at communication. The best method is face-to-face discussion of the problems which cause absence.

It is equally important that the teacher be frank and open, accounting for his own attendance or absences to the director and his class. Irreparable harm can be done to an interested class or the whole program by a teacher whose attendance is sporadic or who fails to let both the director and the class know well beforehand when he is unable to fulfill his commitments to the class.

The continuing education teacher, using class space assigned to a different day school teacher can build good will and cooperation by contacting the latter and working out agreements on the care of room, chalkboards, and equipment. Even where conditions are not ideal, an adult teacher who takes pride in leaving a classroom or facility neat and clean contributes to the morale of his own class and earns the respect of the teacher sharing the room during the day.

Recruiting the Instructional Staff

The effectiveness of the instructional staff will determine, in a large measure, the quality of the continuing education program. The adult participant is self-motivated and will continue to attend class sessions as long as his goals and objectives are being satisfied. Therefore, it behooves the administrator to use every available resource in the recruiting of the most qualified teachers possible.

Instructional staff can be recruited from:

- Teachers in the local school system by:
  - Contacting supervisors, department heads, and/or principals for recommendations
  - Advertising vacant positions on bulletin boards in teachers' lounges
  - Seeking recommendations from the director of personnel
  - Direct contact with prospective teachers
  - Word of mouth
- The community. Names of persons who have specialized skills which they are willing to teach might be collected to form a community Resource File which can be developed by:
  - Newspaper advertisements
  - A tearoff page in the program brochure or other district-wide publicity
  - A form to be completed by parents when registering children for entrance in the schools
  - Members of the advisory committee
  - Gaining information from other continuing education administrators.

Certification requirements can be found under *Teacher Qualifications*

in CHAPTER II.

Salaries of continuing education instructors are generally paid on an hourly basis. Salaries are determined by the board of education upon recommendations made by the director of continuing education, the advisory committee, and the chief school administrator. Enactment of the Taylor Act has resulted in local teachers' associations including hourly salaries in their bargaining negotiations with boards of education. A good rule of thumb is that the salary paid for continuing education instruction should compare favorably with that paid for "home instruction"; i.e., teachers who tutor students at home because they are incapable of attending regular school sessions.

Staff Development

Each year, many new teachers are placed in a classroom of adults for the first time. These, like their students, come with a great variety of previous educational experience - public elementary and secondary schools, businesses, industries, colleges, universities, the professions, the ranks of housewives, and the trades. Those who have never taught before may need training in the basic fundamentals of teaching; the most experienced may need help in adjusting their teaching of adults.

There are obstacles to be surmounted in the development of preservice or inservice training programs. While these will vary considerably from community to community, the more universal reasons for the lack of or ineffective staff development include:

- It is difficult to find a time when the entire staff can be expected to participate.
- Most teachers serve only part-time and receive minimal compensation for their efforts. School policy does not permit the paying of teachers for time spent in training.
- The director of continuing education is generally a part-time administrator who may not have the time or the skill to develop and carry out a program of staff development that will stimulate professional growth on the part of the instructional staff.
- Participation in many instances is too small to accommodate meetings devoted to subject areas.
- The varying experiential background of the teaching staff makes it difficult to satisfy the individual teacher's training needs.

In planning a staff development program, it is necessary to begin with an analysis of information and skills that teachers need to perform their duties in continuing education. The success of the training program will,

in large measure, depend on the involvement of teachers in the identification of the elements which are to be incorporated. Methods by which the administrator can make a needs assessment are:

- Observation of teachers in their classrooms
- Preemployment interviews
- Questionnaires designed by teachers for teacher input
- Teacher fact-finding committees engaged in group self-analysis.

Areas which could be of value to all teachers of adults include:

- How adults learn
- Role of the teacher
- Techniques of adult learning
- Involving students in planning
- Evaluation
- Followup.

The special needs of teachers without any previous teaching experience and those of experienced teachers who have never taught in the district require preservice training. This can be part of the employment interview or could be covered in one session prior to the first meeting of the class. Participation could be required as a condition of employment.

Preservice training is best accomplished by the local director because of individual differences in district policies and procedures. However, many items could be provided on a regional basis, either through a BOCES program or through cooperative efforts of the directors involved.

CHAPTER VI

METHODS OF INSTRUCTION

The major obstacle to adult instruction has been that teachers have been hamstrung by the concepts and the methods of the traditional education of children. The fact is that much adult teaching has consisted of teaching adults as if they were children. As a result, adult education has not been effective in dealing with basic attitudes, basic world views, and basic approaches to life.

A growing body of knowledge is being accumulated that is tailored to the unique characteristics of adults as learners. The art and science of helping adults to learn - based on crucial assumptions about the difference between children and adults as learners - is known as "andragogy." These differences involve the learner's self-concept, the learner's purpose, and the learner's learning style.

Learner's Self-Concept

A child first sees himself as a completely dependent personality. He becomes an adult at the point where his concept of himself changes from one of dependence to one of autonomy. Educationally speaking, to be an adult means to be self-directing. Adults tend to resent and resist being put into situations in which they feel that others are imposing their will on them. Andragogy is based on the insight that the deepest need an adult has is to be treated as an adult, to be treated as a self-directing person, to be treated with respect.

Several implications for instruction arise from this concept.

- The climate for learning must be adult. Physical arrangements must be comfortable and such that informal talk can take place. The situation must not be one of regimentation where there is a lack of respect for the adult as a unique person and a lack of concern for human needs such as comfort. A person must not be made to feel his adulthood is not respected. Concern over the physical setup may appear trivial, but it is a symbol of how the adult feels he is perceived. If he feels he is perceived as a child, his resentment will get in the way of his learning.

- Involvement of adult students in the planning process for learning is most important. Traditionally, someone on the educational staff has done all the planning. Adult educators have learned that more learning and a greater

speed of learning occurs as a result of adult student participation in the planning process.

- The adult must be engaged in the diagnosis of his own needs for learning. It is very critical to an adult whether he determines what he needs or whether some authority determines for him what he needs to learn. Procedures should be used which involve the adult in performing learning tasks, then have him look at his performance in comparison with other people's performance, and finally, allow him to make his own judgment about where his own strengths and weaknesses are. Such activities as role playing, simulation exercises, skill practice exercises, group observation and self-rating skills can be used for this purpose.

- Adult students should be involved in carrying out their own learning - engaging in mutual self-directed inquiry. Adults can organize themselves into teams, each of which takes responsibility for learning all it can about a unit or subject, and then sharing what they have learned with others. Observations of the self-directed inquiry process indicates that students listen much more attentively to their fellow students than they do to lectures by a teacher.

- Evaluation is incomplete without the participation of students in the process. Evaluation is really a repetition of the diagnosis process. At the end of a learning experience adults should be engaged in the process of reassessing the remaining gaps between the competencies they want to have and the competencies they do have.

Learner's Purpose

The learner's purpose in continuing his education must also be considered in any discussion of instructional methodology. What is the learner seeking? Does he want to be involved in social interaction situations where he will explore ideal societies, public issues, or learn to cope with change through effective social relationships? Is it necessary for him to improve his information processing skills by increasing the efficiency of his verbal learning processes through written and spoken material, by improving his reasoning ability, or by seeking added strategies for scientific inquiry? Does he seek some personal enrichment which will allow him to create an appropriate environment for himself and others?

The adult learner must be given the opportunity to share his purpose with someone on the staff. Then, educational counseling services should be given which will help the learner select an appropriate school or community resource that will satisfy him.

Learner's Cognitive Style

Along with personal goals and objectives the adult also brings his own particular learning style - that aspect of his cognitive being which makes him want to learn by himself, or from a recognized authority. Sometimes he prefers visual stimuli such as books, pictures, films. Other times he wants auditory help from records or speakers.

In organizing an instructional program for continuing education the administrator must be sure that there are provisions for the characteristics of adults; i.e., the ability to be self-directing, self-diagnosing, involved in the planning process, and responsible for carrying out their own learning. Next, there must be provision for meeting the various purposes which adults have. Finally, provision must be made for each adult's particular learning style.

In recent years the adult learning center has emerged as a model adult learning environment. Through its structure, provision has been made for both independent and self-directed study in a learning laboratory. In surrounding classrooms, an environment for group interaction is provided. The learning laboratory is basically a skill development center which can meet the individual learning speeds and levels of any adult who enjoys an independent study atmosphere. The classroom, or small group sessions, provide an environment which expands concepts, develops problem-solving abilities, and effects interaction experiences.

Instructional methods can be considered in two broad areas. The selection of the particular methods and techniques should be determined by the character of the subject, the available leadership, available facilities, and the character of the audience.

- Methods conducive to individualizing instruction

  - Individually diagnosed and prescribed learning. Both the objectives of learning as well as the means of achieving learning are determined by the institution. This form may be more appropriate at certain levels of intellectual growth than at others and for the learning of certain skills and content than for others. A chief advantage of this approach lies in the fact that it allows the learner to learn at his own rate.

  - Self-directed learning. The institution still determines what is to be learned but the learner is allowed considerable freedom in determining the activities he will employ to achieve his learning objectives.

  - Personalized learning. The learner determines what is to be learned. Once he has selected the learning objectives, the institution determines the means for achieving the selected objectives.

- Independent study. The learner determines what is to be learned and how he will learn.

- Methods conducive to interaction

  - Lecture. An organized oral presentation of subject matter prepared for a specific purpose by a qualified expert.

  - Project. A specific comprehensive task which is purposeful and conforms to the nature of a real experience. Instructor and students both recognize the reason for the activity and its contribution to the course objective.

  - Problem. Problems may be planned and presented by the teacher or originated by the learner. They should be genuine, provoke thought, invite initiative, and spur the learner to purposeful activity.

  - Discussion. Formal instruction must be given to learners in the use of discussion. It can be helpful in clarifying ideas, reconstructing ideas based upon group experience and knowledge, arriving at clearer understandings, encouraging individual preparation and participation, developing individual social attitudes, reaching group decisions, and planning for action.

  - Role playing. The key to this method is for learners holding opposite convictions to voice each other's arguments in order to understand each other better. The learner first plays himself presenting his own views. The opponents reverse roles and present the opposing view. Disadvantages of this method are that it is often time consuming, older people may be hesitant to participate, and the situation presented could seem unreal and fictional.

  - Case study. This technique consists of careful study of a selected problem or situation in considerable detail. The group then forms opinions and analyses.

CHAPTER VII

GUIDANCE AND COUNSELING

Philosophy of the Guidance Program

The guidance program in continuing adult education should concentrate on the total development of the individual. Academic, vocational, recreational, and social concerns should be considered in giving each individual, regardless of his status, an opportunity to achieve to his maximum ability. These opportunities should be based upon information provided by the person being counseled, his concerns, and the counselor's understanding of the total situation. The underlying purpose of a guidance program is to assist the individual to make decisions with independence and rationality, including the facilitation of choices, decisions, and possible plans.

Guidance should be made available to all who need or seek the service in order to provide for:

- Personal growth
- Value clarification
- Making choices
- Recognizing and organizing decision-making skills
- Adapting to living in a complex society
- Identifying and recognizing individual strengths and weaknesses
- Other benefits as they fit the situation.

Objectives

Participation in a guidance program may:

- Equip the one being counseled to alter his behavior
- Provide support to existing behavior, thought, values, etc.

Those being counseled may benefit from the experience by being able to:

- Confront and deal with life's restrictions; i.e., poverty, death, retirement, racism, etc.
- Develop and carry out individual and group plans
- Become a self-actualized individual satisfied with his economic status; or strive for improvement, strive for comfort, and recognize who he is, etc.
- Confront his problems and achieve personal success
- Set meaningful goals (meaningful to the counselee)
- Assess and evaluate his own behavior
- Develop the capabilities to interact with other humans
- Accept and be accepted by significant others (family, etc.)
- Act on a sense of one's own values
- Become knowledgeable about decision-making processes and apply them to vocational, educational, and recreational life choices
- Make personal use of educational opportunities
- Develop a sense of the worth of all people.

Scope of the Program

Guidance includes a variety of services, structured or unstructured, planned or incidental, which are provided for people. Guidance consists of four essential components: *counseling, informational service, placement, and followup.*

Counseling, the heart of guidance, may help the individual pinpoint a problem and identify possible solutions. He may be helped to focus on results of his current behavior, and alter it if necessary. It may help him develop plans, providing a reward for him where necessary through praise for accomplishments. It may involve exploring concerns whether they be academic, vocational, personal, social, or recreational.

Informational service is the component that allows the counselor to gather and obtain extensive data concerning each counselee. Personal information should be a major part of this service; however, all information and conferences should be confidential. In fact, each counselor should develop a confidential folder on each student. This service, if properly executed, will provide the counselor with greater insight into the individual's concern.

The placement service is an effort on the part of the counselor to assist the individual in the selection of employment, educational institutions, education courses, and vocations. It also will assist in helping the individual in the actual acquisition of his desired goal or goals.

The followup service is an effort on the part of the counselor to add to the informational service by following through to see the final outcome of the counseling assistance. The counselor should make every effort to determine the results of the interaction with the person being counseled.

Distincitions in Counseling

Too often, counselors do not distinguish between individual's concerns. There should be an effort to counsel each person with his concern in mind. It is important that a variety of counseling styles be employed. A definite distinction should be made between ethnic groups, affluent groups, and those who have been denied equal rights. Comparatively speaking, children have very little life experience compared with adults; they are, for the most part, mandated to go to school. Most school children are concerned about dating, sex, hypocrisy of adults, ghetto life, and growing up, to mention a few concerns out of an endless list. The adult may have some of the same concerns, but adult concerns generally result from survival needs, raising economic status, or recreation.

The key to counseling adults is based on three facts:

- They are volunteer participants in the counseling program.
- They have experiences which the counselor must consider.
- They are mature.

Who Provides Counseling?

Each person on the administrative, instructional, or supportive staffs of the continuing education program, at one time or another, may be involved in the guidance program. A counselor counsels, a teacher counsels, a director counsels, a nurse may counsel or establish a health program (which is guidance) so, in the final analysis, everybody plays a major role in guiding the individual. All persons who approach one of the staff with a question or problem have the right to immediate attention. The individual seeking guidance may be referred ultimately.

Counselor-Counselee Relationship

The confidentiality of the counseling relationship has been mentioned above. At the heart of the counseling function lies a "trust factor." If

there is a degree of distrust on the part of the person being counseled, there cannot be a successful counseling conference. The counselor must keep in mind that he is dealing with mature adults for whom he cannot make a decision.

In counseling, as in all other phases of the adult program, respect for the individual as a fellow adult is essential. Unlike the student in secondary school, there can be no appeal to members of the family to compel the student to follow a course of action designed, "in his best interest," by the director, teacher, or counselor. He cannot even be tested against his will. Generally, his greater maturity will make it possible for him to understand the results of testing and participate in counseling procedures far more effectively than an adolescent.

These factors carry the following implications:

- Effective counseling of adults can only take place when the individual wants such help.
- In counseling adults, it is important to remember that they are fully the equal of the counselor.
- The counselor must project an empathetic, personal response,
- The counseling procedures must be practical and pertinent to the problems of the individual.
- The person counseled must feel that he understands the reason for the procedures followed.
- Any information about individuals counseled must be kept wholly confidential.
- Any information provided must be accurate, practical, and up to date.
- All concerns that are not properly within the limits of counseling must be referred to the appropriate agencies.

Under no circumstances should a teacher, a director, or even a counselor attempt to treat psychological problems, legal problems, or any other problems beyond their proper range.

Adult counselors should be very sensitive to the progress of the counseling relationship. If it is perceived by the counselor that needs of persons he is counseling are not being met, he should tactfully terminate that session or refer the individual to someone who can meet those needs.

Materials

Background information (personal data) and a perceptive counselor are

all that is essential. One may use standardized tests, interest inventories, vocational inventories, inventories of certain skills or habits, but all of this depends on the case in point. These instruments are not highly recommended for disadvantaged persons because they do not adequately measure their skills, interest, etc. A good conference will serve a far better purpose in determining what the counselor needs to know.

Counselor-Staff-Community Relationship

The counselor should seek out and work with teachers. In the process, he should be able to discuss the teacher's frustration with the educational process and be ready to serve as a resource person when possible. Working relationships between counselors and teachers are very important and can be built on common concern for the adults involved.

Our educational programs function within a larger community, and the programs should be aware of the needs and concerns of that community. The counselor functioning as a change agent should begin to involve himself in the activities of the community so that he can communicate their concerns to the program and help in developing new programs based on community needs. In doing this, the counselor also functions to familiarize the community with what is already being done in the institutions and thus improve communications.

The availability of members of an adult school staff, and their willingness to assist students and prospective students are important to guidance in adult education. Easy contact between staff and student, from director to classroom teacher, is necessary. Impatience at frequently repeated inquiries is damaging to the relationship between instructor and student.

The director should encourage accessibility of the staff by precept and example. As director, it is understood that he should be best equipped with information about the program. However, the whole staff should be well-informed about classes, instructors, course content, objectives, and procedures.

CHAPTER VIII

PROGRAM OPERATION

Publicity and Promotion

Continuing education, unlike other public school programs, is dependent upon publicity for its student body. Effective communication will not result if the director overlooks the fact that many residents either have never heard about the program or actually know very little about what it is designed to accomplish. Despite the fact that brochures are mailed to every taxpayer, that advertisements or news articles are placed in all newspapers serving the community, that posters are placed in prominent places, that announcements are made on local radio stations, there will still be those who are unfamiliar with the relevancy of the program for themselves.

A systematic plan should be developed, based upon all available resources and opportunities, to reach all groups of persons with the kind of information which will be most effective. A variety of forms of communication can be expected to reach more people than reliance on one means.

- Brochures, attractively printed, in which all offerings are concisely described should be mailed to all who appear on the tax rolls.

Other pertinent information such as registration procedures, calendar of class meetings, names of teachers, room numbers and identification of buildings, fees should be included. Names of members of the board of education and citizens advisory committee, the administrative staff, and information as to how further information can be obtained should be prominently displayed.

- News articles featuring noteworthy classes and human interest stories or on the philosophy of continuing education should be prepared for local papers periodically. It is advisable for the director to meet with the editor or a designated staff reporter to know what the paper will require in order to assure that such publicity will be printed.

- Spot announcements on radio or television stations

- Carefully planned interviews on local radio or television stations

- Posters

- Flyers on specific courses or designed to reach an identified segment of the population, carrying the same information as would be included in the brochure.

- Word of mouth dissemination of information about continuing education and its offerings. Members of the advisory committee can assist the director as speakers at meetings of clubs and other organizations as well as discussing the program with friends.

In addition to publicity designed to induce people to participate in program offerings, it is desirable that the public should be provided an interpretation of what is being accomplished as a result of continuing education. Skills acquired can be displayed at an "open house" or in some other public fashion. Once each year, a specially written "report to the community" should be prepared and released by the board of education for newspapers and other distribution. This report would emphasize the objectives of the program, its results, and consequences both personal and social. As a public service, continuing education requires broad public support and every effort should be made to assure that support. Because public continuing education may be the only service some persons receive directly for their tax dollars, the public's image of continuing education can well influence support of the entire public school program.

It has been noted in other sections that a relevant program includes components which are badly needed to resolve educational needs of the society. Often, individuals do not express an interest in offerings designed to fulfill such needs when presented to them in publicity announcements. Active promotion will have a more desirable effect. Groups needing specific courses or programs should be identified and an approach found which will assure getting them involved in the program. The use of recruiters, selected from members of target groups who have been motivated to participate, has been more successful than the traditional methods used to attract middle-class adults who have a greater appreciation for education. Paid recruiters are often more highly motivated and more effective than volunteers. Service organizations are usually looking for projects which will have a beneficial effect upon the community. No one method will work best in every community or with every individual. Good recruiting is often a result of trying as many methods as possible, realizing that they will work with varying degrees of success.

Budget

Local school districts are authorized to use school tax money for the support of continuing education for adults. They are also required to submit a budget which consists of all of the component programs operated by the district. A budget form, which is compatible with the general school district budget, as well as explanations are included in APPENDIX A. Items found in the general budget which have a relevance for continuing education are coded as they would be in the total budget of the school district.

The budget should be accompanied by a narrative which defines the total continuing education program budget in terms of broad categories such as basic education, high school equivalency, high school credit courses, Americanization, public affairs, vocational education, guidance, senior citizen, driver education, individual enrichment, and recreational activities. A more meaningful budget presentation can be made by showing the value of each component of the program together with the numbers served and unit cost. The budget presentation to the board of education could point out the permissive inclusion of continuing education in a contingent budget.

Scheduling Classes and Activities

The scheduling of continuing education classes and activities should be as flexible as good administration and circumstances permit. All classes need not meet for the same number of sessions. Because of subject matter and interest, some classes may run longer than others or meet more frequently. On the other hand, some activities, such as forums, may be single meetings.

All classes need not always meet in school buildings. Available facilities other than school buildings should be utilized in order to provide for day classes or activities for adults when schools are not available. Under certain conditions unused classrooms in elementary or secondary schools have been used for adults while the buildings are generally being used for regular school programs. In a few instances, buildings, which have been closed, have been reopened as adult schools for day as well as evening classes. Daytime classes are very attractive to nonworking mothers who have no children at home and to senior citizens who prefer not to travel at night. Summer classes have been successfully offered in some communities. Some districts have a third term after the close of the second semester.

The bulk of a continuing education program consists of classes which meet in the evening, one night a week for 2 hours. If this is the maximum commitment of time that can be obtained from registrants, courses which require a greater number of hours of instruction can be offered as a sequence of subcourses, such as, for beginners, intermediate and advanced, or I, II, III, IV, etc.

Registration

The establishing of a common registration date for all courses and activities at the beginning of each semester is standard practice. However, provision should be made for late registration and for starting courses at other times during the semester.

Registration procedures are conducted in many ways - personal registration on specified dates in one location, personal registration in the classroom on the first meeting of the class, mail registration in advance of a specified date. Generally, district residents are given preference

and nonresidents are placed on a list in order of registration for unused places on the class roster.

Adults may have difficulty deciding what course is best for their stated purpose. If they need counseling on the different opportunities available, this should not be neglected in the rush of the mechanics of registration. If it is, the uncertainty may result in a dissatisfied customer. Members of advisory committees have been used to answer questions during the registration period.

Records

Continuing education activities, like all other phases of education, must be documented at the local level. It is essential that a class record be kept for each class as an original document which will serve to verify the activities recorded on the annual report. Class records should be kept in the school files so that they are available for auditing and should contain, among other pieces of information:

- Name of class
- Name of instructor
- Names of registrants and their attendance
- Number and length of class sessions

Annual Statistical Report

An annual report to the State Education Department is made each year at the close of the school year. Forms are supplied to the superintendent of schools. Since this is an official document that is audited, care should be taken to assure its accuracy and inclusiveness. All education for adults must be reported on this form even though additional specific reports may be required where Federal or State aid is involved.

Insurance

Since continuing education is a function and responsibility of the local board of education, the board, therefore, automatically assumes responsibility for adult activities in the same manner as in the operation of the elementary and secondary schools. Local boards of education, therefore, should consult their insurance policies to afford complete protection to the school in this respect.

Retirement

Continuing education directors, supervisors, and teachers may be eligible to become members of the New York State Teachers Retirement System, whether full-time or part-time employees. If they are already members, they may be able to include for retirement purposes work done in continuing education. For further information and answers to any questions write to the New York State Teachers Retirement Board, 152 Washington Avenue, Albany, New York 12224.

Evaluation

Evaluation is an essential component of the administration of a continuing education program. The administrator is constantly making value judgments about what he does and the results he seems to get. A systematic, periodic procedure with reference to goals or objectives is necessary. Evaluation in continuing education involves assessing changes in individuals, effectiveness of instruction, and effectiveness of the program.

The major reason for evaluation is to determine any means by which the program may be improved. If careful evaluation has been made, the administrator has the evidence necessary to support budget requests and to defend and justify the total program.

No evaluation can be considered to be complete unless it relates individual needs and interests to those of society. It helps to keep the local program abreast of societal changes requiring new skills, new understanding and new approaches. It serves to prevent inbreeding, the offering of only those courses which are successful in past years, and will better assure that the program will be related to the larger goals of all public education.

Some important principles are:

- Outsiders can be helpful in the evaluation process to check on the adequacy of evidence and the objectivity of conclusions. However, the greatest benefits are drived from analytic self-appraisal.

- All persons concerned with the instructional program should be involved in the evaluation process. The board of education, the advisory committee, administrators, teachers, students, and the general public should participate.

- Program objectives and circumstances from one district to another make comparisons between programs invalid and even dangerous. Achievement in terms of one's own objectives is far more reliable.

- Periodic evaluation serves a valuable purpose. However, evaluation should be built into the total educational process. When evaluation is a continuous process, and when the results are fed back to help in redefination of goals and objectives and in the improvement of methods and techniques, it is obvious that the results will be greater.

APPENDIX A

GENERAL FUND APPROPRIATIONS

A160 SCHOOL-COMMUNITY RELATIONS

400 Contractual and Other Expenses $_____

A300 INSTRUCTION - SPECIAL SCHOOLS (CONTINUING EDUCATION)

A311 SUPERVISION, PRINCIPALS

101 Personal Services, Instructional $_____
150 Personal Services, Noninstructional $_____
200 Equipment $_____
300 Supplies and Materials $_____
400 Contractual and Other Expenses $_____

A312 SUPERVISION, OTHERS

101 Personal Services, Instructional $_____
150 Personal Services, Noninstructional $_____
200 Equipment $_____
300 Supplies and Materials $_____
400 Contractual and Other Expenses $_____

A320 TEACHING

101 Personal Services, Instructional $_____
150 Personal Services, Noninstructional $_____
200 Equipment $_____
300 Supplies and Materials $_____
400 Contractual and Other Expenses $_____

A391 GUIDANCE

101 Personal Services, Instructional $_____
150 Personal Services, Noninstructional $_____
200 Equipment $_____
300 Supplies and Materials $_____
400 Contractual and Other Expenses $_____

TOTAL - INSTRUCTION - SPECIAL SCHOOLS $_____

A410 RECREATION

101 Personal Services, Instructional $_____
300 Supplies and Materials $_____

GENERAL FUND REVENUES

CONTINUING EDUCATION

TUITION

A1220 Continuing Education Tuition	$_____
A1240 Tuition from Municipalities	$_____
A1250 Tuition, Other (Specify)	$_____

CHARGES FOR SERVICES TO OTHER DISTRICTS

A1360 Services Provided for BOCES	$_____
A1360 Miscellaneous Revenues from Other Districts	$_____

OTHER REVENUES FROM LOCAL SOURCES

A1464 Sale of Instructional Materials and Supplies	$_____
A1490 Miscellaneous Revenues from Local Sources (Specify)	$_____

REVENUES FROM STATE SOURCES

A3110 Gross State Aid (Basic Formula)	$_____
A3320 Board of Cooperative Educational Services	$_____
A3490 State Aid, Other (Specify)	$_____

REVENUES FROM FEDERAL SOURCES

A4110 Vocational Education	$_____
A4190 Other Aid from Federal Sources (Specify)	$_____

TOTAL REVENUES OTHER THAN REAL PROPERTY TAXES $_____

GENERAL FUND

EXPLANATION OF FUNCTIONAL UNITS

CENTRAL ADMINISTRATION

A160 SCHOOL-COMMUNITY RELATIONS

Expenditures made to maintain and improve school-community relations shall be charged here. Newsletters, brochures, and other informational material designed to acquaint the public with school programs, operations, and needs shall be charged to this unit.

INSTRUCTION - SPECIAL SCHOOLS (CONTINUING EDUCATION)

A311 SUPERVISION, PRINCIPALS

Compensation and expenses of director of continuing education, assistant directors, principals of registered evening high schools, and principals of buildings housing adult programs and their clerical staff shall be charged to this unit.

A312 SUPERVISION, OTHERS

Charge this unit with the expenses connected with the development of the curriculum or the supervision of the instructional program within the continuing education program or subject areas. The expenses of supervision of special programs such as audiovisual programs, libraries, and pupil personnel programs are also entered here.

A320 TEACHING

Teaching is defined as that part of the instruction program concerned with instructing adults in a teaching-learning situation where the teacher is regularly in the presence of the person taught, or in regular communication with students, in a systematic program designed to assist students in acquiring new or improved knowledge, skills, and understandings. Include all expenses for classroom teachers, television teachers, audiovisual personnel, librarians, teacher's secretaries, teacher aides, and clerical assistants.

A391 GUIDANCE

Record here all expenditures for guidance services provided adults by certified guidance counselors. Charges for consultants to guidance counselors are also entered here.

COMMUNITY SERVICES

A410 RECREATION

Record here expenditures for recreational programs for adults (except

for Senior Citizens which should be entered under A320).

EXPLANATION OF BASIC OBJECTS EXPENSE

100 PERSONAL SERVICES

Record under this object compensation paid full or part-time employees of the school district except salaries of teachers and substitute teachers for which special objects of expense are provided. Remuneration paid individuals hired as consultants or to do a specific task under an agreement which does not create an employer-employee relationship is not considered personal service; such remuneration is entered as object 400 Other Expenses.

200 EQUIPMENT

Expenditures for initial, replacement and repair, or additional equipment are entered under this object.

Expenditures for professional services relating to the purchase of installation of equipment are not included under this object; they are charged to object 400 Other Expenses.

300 SUPPLIES AND MATERIALS

Enter under this classification the costs of supplies and textbooks. Supplies are defined as items of an expendable nature that are consumed, worn out or deteriorated in use; or items that lost their identity through fabrication or incorporation into a different or more complex unit of structure.

400 CONTRACTUAL AND OTHER EXPENSES

Expenses of the school district not provided for under other objects of expense will be shown under this classification. Such items include contracts, travel expenses, postage, freight, etc.

EXPLANATION OF REVENUE ACCOUNTS

A1220 CONTINUING EDUCATION TUITION

Credit with the tuition received from adults attending continuing education classes.

A1240 TUITION FROM MUNICIPALITIES

This account will be used to record tuition received from municipalities, such as payments by a welfare district.

A1250 TUITION, OTHER

This account shall be used to record all other tuition received.

A1360 SERVICES PROVIDED FOR BOCES

Enter in this account payment received from BOCES for instruction provided as part of a BOCES program.

A1360 MISCELLANEOUS REVENUES FROM OTHER DISTRICTS

Credit this account with amounts received from other school districts in the state.

A1464 SALE OF INSTRUCTIONAL MATERIALS AND SUPPLIES

Credit with amounts received from sale of instructional materials and supplies including textbooks.

A1490 MISCELLANEOUS REVENUES FROM LOCAL SOURCES (SPECIFY)

Credit with receipt of revenues which are not explained elsewhere. Entries shall be itemized and explained in reporting.

A3110 STATE AID - BASIC FORMULA

This account shall be used to record the basic State aid for the continuing education program.

A3320 STATE AID - BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Credit this account with any State aid received through a Board of Cooperative Educational Services.

A3490 STATE AID, OTHER (SPECIFY)

Credit this account with amounts received for the State aid specified.

A4110 FEDERAL AID FOR VOCATIONAL EDUCATION

A4190 OTHER AID, FROM FEDERAL SOURCES (SPECIFY)

Credit these accounts with the amounts received for the Federal aid specified.

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on Adult Education